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URBAN/MUNICIPAL

STUDENT EVALUATION

POLICY

PRIMARY, JUNIOR and INTERMEDIATE DIVISIONS

The Board of Education for the City of Hamilton, June, 1986

STATEMENT OF PURPOSE and...

POLICY STATEMENT

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SYSTEM POLICY

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A STATEMENT OF PURPOSE

The ultimate goals of the educational system are to provide students not only with the skills, attitudes and knowledge content necessary for success, but also with a wide variety of opportunities for growth in a rich environment that fosters a love for learning.

"Evaluating student achievement remains one of the most important aspects of the total education process. Thus it follows that the evaluation and interpretation of what a child has learned should not be an activity conducted outside or apart from instruction, but should be integral to it.

Parents and the public have a right to expect accurate and concise information about the progress and learnings of children in the education system. In fact, the education system has the professional responsibility to provide this information and must be prepared to stand behind its accuracy and objectivity."

- Evaluation of Student Achievement,
A Resource Guide for Teachers
Ministry of Education

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Definition:

Student evaluation is the entire complex process of measuring the level of achievement and the progress of the student in an educational programme based on clearly stated objectives.

- A Statement of the Aims and Objectives of Student Evaluation,
The Board of Education for the City of Hamilton,
February, 1978

Evaluation, to be effective, will be appropriate, consistent, comprehensive, continuous and as precise as humanly possible. It must have summative as well as formative components. It must be designed to foster the learning process and to produce positive and co-operative attitudes in both the students and their parents.

OBJECTIVES

In light of changing society we must continue to refine the Board's general guidelines for student evaluation in order to address the unique needs of students and schools within the system and to strive for viable and consistent standards across the system. Therefore, it is expected that within the Board and Ministry guidelines, and with the approval of the superintendent responsible for programme, the supervisors of curriculum and instruction will develop guidelines with their staff for student evaluation within the subject and/or area; committees appointed by the superintendent will continue to review reporting and evaluation practices in each division/panel and make recommendations for revisions as required.

It is the expectation that each school will then develop specific policies for evaluation of its students within those guidelines; the principal in co-operation with teachers will establish a school student evaluation policy and teachers, in turn, within the board and school guidelines, will continue to refine their methods of student evaluation so as to be consistent with those guidelines and their own programme or subject objectives.

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Evaluation, to be effective, will be appropriate, consistent, comprehensive, continuous and as precise as humanly possible. It must have summative as well as formative components. It must be designed to foster the learning process and to produce positive and co-operative attitudes in both the students and their parents.

EXPECTATIONS AND STRATEGIES

Principals, supervisors, heads and leaders must develop student evaluation practices which address the following objectives:

- . to build a positive self-concept in the student
- . to provide feedback through which a student gains an understanding of himself
- . to assist the student to develop better skills of self-evaluation
- . to motivate the student to further learning and achievement
- . to measure changes in achievement/performance, attitudes, and other characteristics of an individual at various times

- to apply to all levels in the "hierarchy of thinking skills"* and levels of mastery of subject content and skills in the assessment* process
 - to determine a student's readiness for new teaching or the need for a special programme
 - to provide data for clear, precise communication of the student's progress
 - to provide a balance of assessment of a student's affective*, cognitive*, and psychomotor* development according to the characteristics of the area of study concerned
 - to provide the teacher with necessary information for evaluating the success of his programme in meeting the student's needs
 - to provide information on the degree of success of the student/teacher/school/system in meeting stated curricular objectives
 - to continue to refine and expand the existing early and ongoing identification* process
 - to provide data from the system for administrative purposes
- * These terms are defined in the "Glossary of Terms" found on pages 8 and 9 of this document.

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In light of changing society, however, we must continue to refine the Board's general guidelines for student evaluation in order to address the unique needs of students and schools within the system and to strive for viable and consistent standards across the system. Therefore it is expected that within the Board and Ministry guidelines and with the approval of the superintendent responsible for programme, the supervisors of curriculum and instruction will develop guidelines with their staff for student evaluation within the subject and/or area; committees appointed by the superintendent will continue to review reporting and evaluation practices in each division/panel and make recommendations for revisions as required.

EXPECTATIONS AND STRATEGIES

In its evaluation policy the system will:

- . conform with the guidelines established in Ministry documents
- . ensure the establishment of locally prepared banks of criterion - referenced* test items in appropriate subject areas developed by the supervisor in concert with staff

- . ensure the use of standardized (norm-referenced*) achievement and cognitive ability tests to assist in the evaluation of student progress at appropriate grades
- . ensure an appropriate system of parent/teacher communications for each division to maximize the effectiveness of report cards
- . ensure the opportunity for teacher-pupil interviews at the time of each report card and additional interviews as necessary to assist in communication of evaluation results and improve pupils' skills of self-evaluation
- . ensure the use of anecdotal reporting and of letter grades with percentage equivalents as defined for each division
- . ensure that counselling into a more appropriate programme take place once a student who is in imminent danger of not completing a programme successfully has been identified
- . recognize the fact that all subjects in the curriculum are important; for promotion purposes, however, in elementary schools, time allocations as outlined in the Board and/or Ministry's policy statements must be considered in the weighting of summative evaluations
- . ensure that appropriate student evaluation strategies and practices exist for exceptional students.

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It is the expectation that each school will then develop specific policies for evaluation of its students within those guidelines...

EXPECTATIONS

Each school will establish a school student evaluation procedure which is consistent with the system policy.

The school's policy will...

. be established by the school principal in consultation with a committee of staff for subsequent acceptance by the staff. (It is the understanding that student evaluation in various subject areas may be agreed upon system-wide.)

- . endeavour to incorporate the three domains of evaluation: affective, cognitive and psychomotor
- . be presented to the area superintendent by the principal/principal and cabinet for discussion and monitoring
- . be published and explained to the student where appropriate
- . be sent to each family in the school
- . be discussed annually by the principal and staff and revised as necessary

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...the principal in co-operation with teachers will establish a school student evaluation policy...

EXPECTATIONS

The Principal will:

- . be responsible for establishing a staff committee to formulate a school student evaluation policy. He/She will present this policy for discussion and approval to the area superintendent; see that it is published and explained to both students and parents; and have the staff review and revise the policy annually. It is the Principal's responsibility to keep the school's evaluation policy on file.
- . work with supervisors of curriculum and instruction in designing and implementing school evaluation policies.
- . meet with staff to agree on procedures and/or incorporate changes as they occur in Board and Ministry objectives.
- . support and make provision for in-service for teachers on student evaluation procedures.
- . ensure that adequate opportunities are provided each year or term so that programme or course objectives and evaluation procedures can be explained to parents.

- . emphasize to teachers the need for clear, factual communication and reporting to students and parents.
- . provide opportunities for interclass and interdepartmental communication, and course and grade meetings to encourage equity in methods and standards of student evaluation.
- . conduct regular progress and promotion meetings.
- . encourage consistent marking across the spectrum of subjects.
- . administer standardized achievement and cognitive ability tests at appropriate grades, and ensure that locally prepared banks of criterion-referenced test items are used in appropriate subject areas, to encourage equity of student evaluation across the system. (The principal may delegate this responsibility.)
- . arrange for standardized testing when there is a need to ascertain the unique learning needs of some students.
- . monitor how the teacher evaluates the students.
- . retain final responsibility for student evaluation and placement in the school.

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.....teachers, in turn, within the board and school guidelines, will continue to refine their methods of student evaluation so as to be consistent with those guidelines and their own programme or subject objectives.

EXPECTATIONS

The teacher will:

- . determine through diagnostic assessment, the appropriate level of instruction
- . communicate the criteria for evaluation to the student to the limit of his/her capacity to understand
- . design assessments so as to promote a positive self-concept in the student
- . ensure that assessments are based on what was taught and how well the student has progressed towards the objectives of instruction
- . assist the student to develop skills in self-evaluation and help the student understand his/her responsibility in the evaluation process
- . ensure that instructional objectives cover a wide variety of types of learning and will endeavour to include skills, interests, attitudes, values and the higher forms of knowledge*...
- . ensure that the evaluation procedures are based on the specific objectives of subject areas as outlined by the Ministry guidelines and locally-produced curricula
- . establish within the school policy systematic evaluation procedures for the student
- . ensure that the classroom procedures will endeavour to include cognitive, affective and psychomotor domains, the developmental levels and learning styles of students as identified through educational research
- . ensure that the assessment include instruments appropriate to the grade/subject such as: daily observations, interviews, teacher made tests (oral and written); standardized tests; checklists; anecdotal notes and records; journals, notebooks; board designed tests (criterion-referenced). test items

- ensure that evaluation procedures contain as a framework, the following components:
 - placement criteria: conducted before the student enters a course or programme so as to obtain the information needed for placement, e.g., language programme
 - diagnostic evaluation: conducted in order to determine strengths and weaknesses in cognitive, physical and psychological areas; it occurs generally before the new teaching/learning begins
 - evaluation (formative): ongoing evaluation which takes place during (or before) instruction and which is used to monitor progress and to make instructional decisions in relation to the stated objectives.
 - evaluation (summative): evaluation which takes place at the end of instruction and which is used to judge achievement in relation to the stated objectives.
- communicate achievement related to both day-to-day achievement and peer/grade expectations to individual students on a continuing basis through teacher/pupil interviews
- prepare report cards at least three times annually for all students beyond the Kindergarten level
- arrange interviews with parents; alert parents and principal to marked changes in progress as they occur; there should be no surprises at year end
- meet with the principal/head (a) to communicate the student's progress and (b) to identify special needs of specific students for early identification purposes
- meet with the principal/head (a) to discuss and agree upon the teacher's student evaluation procedures and (b) subsequently to evaluate the effectiveness of those procedures and revise where necessary
- use the assessment data collected during the evaluation process to form the basis for programme modification

CLASSROOM TEACHER'S ROLE IN STUDENT EVALUATION

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Assessment

- the process of collecting information on which judgments are made.

Criterion-Referenced Tests

- tests which measure the extent to which specific objectives or criteria have been achieved. Students do not compete with each other but aim for attainment of an objective.

Diagnose

- to determine area of weakness and/or strength, to determine the nature of.

Early and Ongoing Identification

- an ongoing process to assess individual student learning needs and abilities to provide a programme which will build on the student's abilities and to remediate the student's weaknesses where possible.

Evaluation (Formative)

- evaluation that is carried out during the course of instruction. Its purpose is to improve instruction and learning rather than to rank or grade students. The results of formative evaluation should be diagnosed and used to redirect the efforts of both teachers and students.

Evaluation (Summative)

- evaluation which takes place at the end of instruction and which is used to judge achievement in relation to the stated objectives.

Hierarchy of
thinking Skills
(higher forms of
knowledge)

- refers to Bloom's Taxonomy of Thinking Skills

Norm-Referenced
Tests

- tests which are used to rank students; an individual student's performance is compared to that of other students.

Ontario Assessment
Instrument Pool

- a curriculum-based aid to evaluation using criterion-referenced test items developed in certain subject areas by Ontario Institute for Studies in Education and Ministry of Education.

Skills (Affective)

- skills which relate to the identification and expression of feelings, the management of one's emotions and the development of: empathy; aesthetic sensitivity; positive social interactions with others within a given social context; beliefs; attitudes; personal and societal values; and positive self-concept.

Skills (Cognitive)

- skills which relate to intellectual or mental activity. They may vary in level from a primitive skill such as differentiating colours, to complex skills such as problem solving and the higher levels of thinking.

Skills
(Psychomotor)

- skills which relate to physical movement primarily through muscular activity.

GLOSSARY OF TERMS

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For additional information refer to:

1. Beginnings a handbook for junior and senior kindergarten, 1983.
Sections: Measurement and Evaluation
Communicating With Parents
2. Getting It All Together, Primary Education, 1981
Sections: Records and Evaluation
Communicating With Parents
Reporting
3. Connections, Junior Division Handbook, 1986
Sections: Evaluation
Curriculum Guidelines
4. Guides
 - . Guide to Reporting - Primary Division K-3 (1982)
 - . Guide to Reporting - Special Education (1982)
 - . Guide to Reporting - Junior Division Grade 4-6 (1982)
 - . Guide to Reporting - Intermediate Division (Senior Elementary)
Grade 6-8 Revised 1982
 - . Conducting Parent - Teacher Interviews, 1982
5. Report Cards
 - . Senior Kindergarten
 - . Primary: Grades 1-3
 - . Junior: Grade 4, 5, 6
 - . Senior: Grade 6, 7, 8
 - . Special Education

PRIMARY/JUNIOR/INTERMEDIATE

STUDENT EVALUATION

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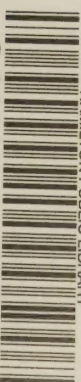
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